

# The Measurement of Teacher's Personality Competence and Performance Using Embedded Model

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## Abstract

The Act of the Republic of Indonesia No. 14/2005 on Teachers and Lecturers call for 4 teacher competencies, They are: pedagogical, personality, social, and professional; Those four component of the professional competences for teachers; simultaneously, competence variable determines the quality of teacher performance. These will be critical issues for the teachers because not all teachers have these competencies. So, the purpose of this study is to analyze the effect of professional competence variables on teacher performance. It is expected that the finding of research can be used to make up curriculum of teacher education. The approach used is a embedded model for personal competence variable that serves to support the findings of a quantitative approach to the ex-post facto design. Number of samples is 76 teachers (50%) of the population in Malang. Analysis of data was done by using multiple regression techniques and sequential analysis of data. The findings of the study show that the pedagogical, professional and personality competences have significant effect on the teachers' performance, while, social competence have no significant effect. Personality competence, based on the interviews, show that teachers, initially, have no interest for being a teacher, but they got interested and fun as the time goes by, so they perform well, it means that qualitative finding supports the quantitative approach findings. Lastly, the recommendations for the research findings is that the selection of recommended recruitment of teachers should be layered, so that the job as a teacher will come from individual's heart / soul that means a personality from the beginning.

**Keywords:** Teacher's Personality, Competence, Performance, embedded model

The present of the Republic of Indonesia Act No. 2 of 1989 on National Education System (abbreviated as National Education) this was amended by the Act of the Republic of Indonesia Number 20 of 2003, a legal force field of national education in Indonesia. A good education produces good quality of human resources and farsighted in the interest of the nation and the country in various aspects of life (Dirjen PMP-TK, 2005). Formal school as a sub-system of a national education system has an important role in the process of producing a quality of Indonesian human resources. One of the important elements that make up the resource is teachers' quality.

Teachers have an important role to improve the quality of education which are required to have the expertise, competence and high professionalism for their duty (Mc Cully in Raka Joni, 2008). Professionalism is the condition, direction, values, goals and quality of expertise and authority relating to a person's livelihood. Kalbers and Fogarty (1995), theorized five individual elements of professionalism: 1) believe their work has an interest, 2) committed to the public good services, 3) the need for autonomy on the job requirements, 4) support self-regulation for their work, 5) affiliation with the profession members. Profession is "... a vocation in which professed knowledge of some department of learning or science is used in its application to the affairs of others or in practice of an art founded upon it" (Mc Cully in Raka Joni, 2008).

Teachers are professionals who have adequate educational qualifications, competence in their particular field of science, communication skills, have a creative spirit, productive, high work ethic, and commitment to the profession, as well as having the willingness to continuously develop their abilities. Act No. 14 of Teachers and Lecturers states that professionalism is the work or activity undertaken by a person and the source of livelihood that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. Furthermore, it is said that there are four competencies, namely: 1) pedagogical, 2) personal competence, 3) social competence, and 4) professional competence.

In contrast to other competencies, personal competence according to Joni, (2008) needs special attention, because most of the personality is not formed through direct learning in the context of formal education, but most are formed as a result of accumulated escort learning experience gained on preposition and previous education are formed even in a family environment. It is necessary therefore, personal competence observed with in-depth interview with mixed approach, while others competence is approached quantitatively.

Teacher professionalism which is reflected in some of these competencies together with the compensation will determine the job satisfaction of teachers that will ultimately determine the performance of the teachers as well. Rivai and Sagala (2009) stated that competence is something that is accepted in lieu of employee contributions for their services to the company. Dessler (2009) said that all forms of competence payments or benefits given to employees and emerge from their work. Mondy (2008) stated that the total competence of all employees-provided rewards in return will affect their services. Competence is measured by

using intrinsic and extrinsic measurements which includes: 1) the financial rewards, 2) inter-personal rewards and sense of completion, 3) recognition and autonomy, and 4) the promotion, achievement, and growth.

For work which requires completion of the high level of complexity, the work requires high concentration, skill and expertise compare to the work that does not require thought. Rue and Byars (1997: 385) suggests that performance refers to the degree of accomplishment of the tasks that make up an employee job. It reflects how well an employee is fulfilling the requirements of the job. Dessler (2009) defines performance as the performance comparison between the works significantly with established work standards. Russell (1993) states that performance is defined as the record of outcomes produced or a specific job function or activity during a specific time period.

Mangkunegara (2005), Sastrohadiwiryo (2000) suggested that an individual's performance can be seen from factors: 1) fidelity, 2) performance, 3) responsibility, 4) honesty, 5) collaboration, 7) initiative, 8) leadership. Bernaddin and Russell (1993) said that the criteria for good performance are: 1) quality 2) quantity, 3) timeliness, 4) effectiveness, 5) monitoring requirements, and 6) interpersonal influence. Strauss and Sayles (1981) explain that a person's performance can be measured by: a) knowledge of the work, b) consideration, c) the ability to organize, and d) attitude.

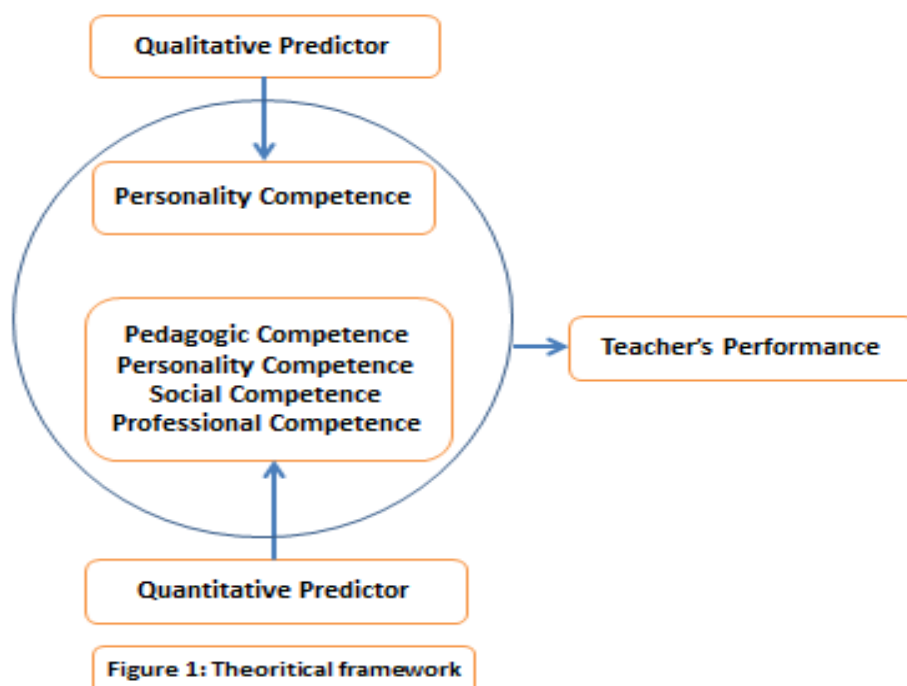
From some of the above opinions, it can be concluded that the task of the teacher in the learning process can be grouped into three main activities. They are A) develop a teaching program: 1) the annual program of curriculum implementation, 2) semester program, 3) lesson plans program, 4) planning of teaching programs; B) presenting / implementing teaching: 1) delivering the material, 2) using teaching method, 3) use of media / source, 4) managing the class / teaching and learning interactions; and C) carry out the study evaluation: 1) analyze the results of the evaluation study, 2) report the results of the evaluation study, 3) implement improvement and enrichment programs.

Therefore, as a first step, it is necessary to do research on teacher professionalism, teacher competence and performance of economics subjects / accounting in Malang. Considering that the teacher is theoretically supposed to understand the economics' principles in everyday behavior reflects those principles which in turn determine its performance. A routine forum of Teacher association on Economics / Accounting (MGMP Economics / Accounting) has not been an impact on performance.

The purposes of this study are to determine the significance of the effect of pedagogical competence, personal competence, social competence, professional competence on the teacher's performance of the economics /accounting teachers in Malang; and how the qualitative data in explaining the effect of personality competence on the teacher performance.

## METHOD

The use of embedded models in this study requires a modification in accordance with the conceptualization of variables, conceptually as below.



Variable that requires a combined approach is personality competence. Personality competence variable as quantitative predictors, in addition, it can be qualitative predictors, whereas some of the other variables play a role only as a quantitative predictor, therefore, the use of embedded models modified as shown in Figure 1.

The number of sample in this study is 76 teachers (50%) of the population that was taken through incidental sampling technique, data collection techniques were a questionnaire and in-depth interviews for personal competence variable. Data were analyzed by using multiple regression techniques and sequential analysis (Creswell and Clark, 2009: 143) as shown in figure 2 below

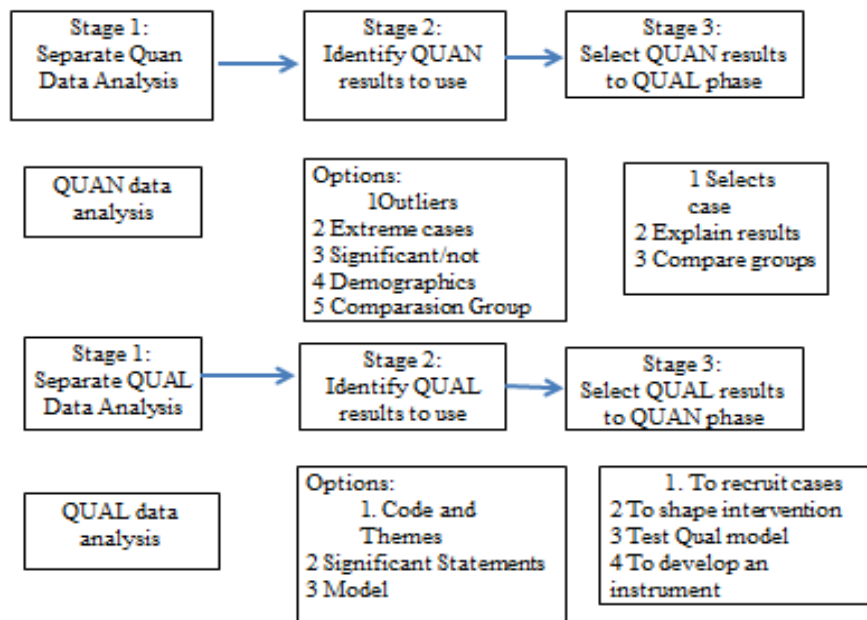


Figure 2: *Sequential Data Analysis*  
Source: Creswell & Clark (2009)

## FINDINGS AND DISCUSSION

The regression result of pedagogical variable ( $X_1$ ), personal competence ( $X_2$ ), social competence ( $X_3$ ), professional competence ( $X_4$ ) on teacher performance ( $Y$ ) can be seen in some of the following table 1:

Table 1: Regression Analysis Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.565	5.022		5.887	.000
	Personality Competence	1.031	.113	.736	9.152	.000
2	(Constant)	19.077	4.997		3.817	.000
	Personality Competence	.622	.134	.444	4.642	.000
	Professional Competence	.676	.148	.437	4.569	.000
3	(Constant)	15.385	5.026		3.061	.003
	Personality Competence	.333	.172	.237	1.938	.047
	Professional Competence	.638	.143	.412	4.451	.000
	Competence Pedagogic	.358	.140	.283	2.547	.013

a. Dependent Variable: Teacher Performance

Calculation of confounding variables (e) from the obtained numbers are listed in Table 2 below.

Table 2: Model Summary 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 <sup>a</sup>	.541	.535	4.615
2	.804 <sup>b</sup>	.647	.637	4.079
3	.823 <sup>c</sup>	.677	.663	3.928

a. Predictors: (Constant), Personality Competence

b. Predictors: (Constant), Personality Competence, Competence Professional

c. Predictors: (Constant), Personality Competence, Professional Competence, Pedagogy Competence.

Qualitative data on personal competence gained from several teachers, principals, supervisors and chairman of teacher association on economics subjects / accounting with in-depth interview technique. The results of some informant interviews can be concluded that being a teacher is not an option at first time job, but a few years later it became an interesting, attractive, and challenges.

## Discussion

From the four competencies, there are three competencies that have a significant effect on performance, whereas social competence do not significantly affect on the teachers' performance. Each of these can be explained in a few pictures below. Based on Figure 2, it shows that personal competence has significantly effect on teacher performance with the effect of 0.333 with a significance level of 0.047; it means that the higher the personal competence possessed by the economics / accounting teacher in Malang, the better the performance of the teachers and vice versa.

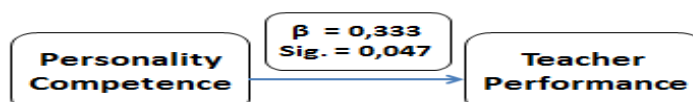


Figure 2: Influence of Personality Competence on Teacher Performance

Teaching profession is different from other professions, because there are certain characteristics, which should be able to direct learners to the four pillars of education issued by UNESCO (learning to know, learning to do, and learning to be, learning to live together). In this regard, the required teacher characteristics are: 1) understanding the teaching profession as a true life calling (genuineness), 2) during the process of learning to seek the presence of positive rewards, so that students are able to do self-reward, 3) the attitude of the teachers are not only sympathetic, but also need to be emphatic, 4) recognizing that as a teacher in a global era should have the ability to be a learner (life long learning) and not just a profession that is ambivalent.

Thus, the necessary awareness of the work of teachers as a profession requires its own characteristics that must be possessed by every teacher. The results of the interview related to whether a teacher is a very attractive natural impulses to be studied in depth, because basically the job options arise after a person becomes a teacher teaching in a few years later. Accordingly, the nature of teaching is not only also attractive, but also challenging.

Other findings gained from some informants by interview reveals that when the subject were asked since when he or she is being sure to be a teacher, "..... since I majored in education. "I feel sure that the teaching is a job that suits my personal need since I entered in the Teachers' Training College in Malang. Environment that motivates me to be a teacher is from within us, parents, and siblings many become teachers".

When asked about the students achievement, An eleventh grade teacher explained as follow:

"students' Economics / Accounting Achievement during the 2010-2011 school year is national exam increased with good grades"

"it was ranked the fifth out of 40 schools in Malang city, at the same school

for the first year of our high school students ranked the first in national exam for economics subjects Malang".

Teacher's response in line with motivation to become a teacher are as follow. "... As a teacher I always give tutoring to students in grade 12 social studies to obtain a satisfactory result, and this works in 2010/2011 academic year. The average score of the national exam on economics subject is 58.28.

" I got an order from the principal to guide 10 students in grade 11 of social studies to participated to the National Science Olympiad. One of my students named Retno Dewi Christian won the first rank and set aside the pre international level schools in Malang".

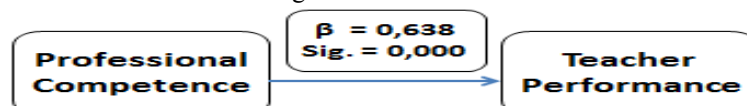
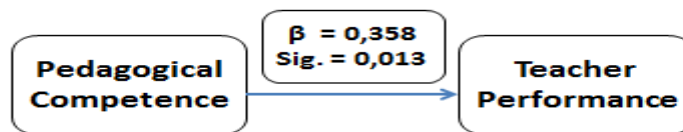


Figure 3: Influence of Professional Competence on Teacher Performance

Based on the figure 3 above, it shows that the professional competence variable significantly effect on the Economics Teachers performance, with the effect of 0.638 (a significance level of 0.000). It means that the higher the professional competence that a teacher economics / accounting high schools in Malang the better the performance of the teachers and vice versa.

Competence relates to the ability of mastering the learning material. The material is broad and deep both in terms of the content and the context of professional education of teachers. If refer to the Regulation of

the Minister of National Education No. 16 of 2007, professional competence would be created if a teacher should always do reflective action, because the reflective acts of teachers will seek to understand the shortcomings and weaknesses that can be used as input for the corrective action. The development of personality competence is done by official institutions as well as the community, the environment and the social life.



**Figure 4: Influence of Pedagogical Competence on Teacher Performance**

Based on Figure 4 above, it shows that pedagogical competence variable significantly affect on the teacher performance with the effect of 0.358 (a significance level of 0.013). It means that the higher pedagogical competence owned by economics teacher / high schools in Malang accounting, the better the teachers performance and vice versa.

In general, people view that the teacher is a key factor in determining the success of the organization's goals of education; the teachers themselves act as a facilitator, motivator, engineers and inspiration for the learners (Article 4 of Act no. 14 of 2005). Because teachers are considered as the most responsible side in the field of education, the improvement of the pedagogical quality need to go through the process of academic education (Abraham, 2008). So, this will be the key elements to be successful in achieving the organization's goals of education. The linkage between teachers' pedagogical competence and performance is to measure teacher performance seen from a sense of responsibility in carrying out the mandate, carried profession, a sense of moral responsibility. All that will be visible to the teachers' obedience and loyalty in carrying out the task of education both in the classroom and outside the classroom.

Pedagogical competence is competence related to the ability to manage the learning of students, including: a) understanding of the learner, b) the design and implementation of learning, c) evaluation of learning outcomes, and d) the development potential of learners (Directorate General of Higher Education 2006). Pedagogical competence can be grouped into two parts: first, how the teachers have the ability to manage learners. Second, how teachers have the ability to manage learning well. Both of these outcomes are theoretically obtained when the teacher study at school / college teacher in a few years (Nor, M. 2008).

As social human being, a teacher must be able to communicate with other parties including the learners. Even to say at least the teacher should have the competence: a) communicate orally, writing and gesture, b) use of information and communication technology functionally, c) interact effectively with students, fellow teachers, staff, parents / guardians of students ; and d) get along politely with surrounding communities (Mulyana, 2008: 173).

In regard to the efforts of formal education in preparing future teachers (preserves education), the results of this study need to get a deep attention for the social competence that should be controlled by the teacher related to communication both during and outside of lesson learning. The facts show that there are nearly one-third (31.50%) of the total respondents revealed that teacher has the ability of social competence are not yet good. Social competence, which includes ethics, dedication, social skills, and experience is the crystallization of a teacher professionalism, which was formed within the family, community and school (Chan, at al., 2005).

As a person who lives in the midst of the community, teachers need to have the ability to blend in with the community through activities such sports, religious, and others. The blending ability must be owned by teachers, because if it is not, the interaction will be stiff and the corresponding result is less acceptable to the public. When teachers have the sufficient social competence, then this will be emulated by the students. In addition to the intellectual, emotional and spiritual aspects, learners need to be introduced to the social intelligence, so they have a conscience, a sense of caring, empathy and sympathy for others (Ministry of Education, 2007).

## CONCLUSION AND RECOMMENDATIONS

Social competence have no significant effect on teacher performance, while pedagogic, personal and professional competences have significant effect. Personality competence showed significant effect on the teachers performance, these quantitative findings also supported the results of interviews with informants. To get professional teachers, Teacher Training College/Institutions should make tight selection. The selection is in the form of interviews by each Teachers' Training College particularly with regard to the personality competence by involving experts in psychology and education. In addition, psychological test can also be used in this regard. Future research can be directed to explore in detail about social competence of the teachers using qualitative method (in-depth interview). The development of social competence indicators can also be extended using other reliable measurement instruments. In addition, informants or respondents of the research not only come from



teachers and principles but also from related stakeholders. This research finding can also be used by Teachers' Training College/institution to revise or make up the curriculum both for pre-service training and on the job training.

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